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Three supplements to the Joint Staff Study on the longer school year were prepared to make available to the coordinating committee the findings and conclusions of other colleges and universities which had experimented with a modification of existing calendars.

Supplement I covers a 4-term plan at Pennsylvania State University (each 10 weeks in length), an optional quarter system in State colleges of Pennsylvania, a trimester plan at the Oakland Campus of Michigan State University, a trimester plan at Delta College, Michigan, an irregular calendar for the University of Pennsylvania (15-16-12 week calendar), an evaluation of the quarter and the semester plan by Ohio State, and a proposal for a 16-16-12 week calendar at the University of California. Supplement II discusses a split third term at the University of Michigan, and Supplement III deals with the characteristics and attitudes of students enrolled in the trimester plan at the University of Pittsburgh.


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Supplements to Joint Staff Study XXXI

(The Longer School Year)

The Joint Staff in January of 1960 submitted to the Coordinating Committee Part I of a four-part study, Joint Staff Study XXXI, dealing with the longer school year. The final installment of that study was submitted in October of 1960.

In the year that has passed since distribution of Part IV of the study more information on the subject of modifying existing calendars has been gathered by the Joint Staff, as institutions of higher learning in other states have examined various proposals to extend or modify the traditional academic calendar and have made available the results of their studies in printed form.[1]

Thus, in an effort to keep the Coordinating Committee fully informed as to the findings and conclusions of colleges and universities in other states the Joint Staff has prepared three supplements to Joint Staff Study XXXI. Included in the supplements are reports regarding:

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[1]The Coordinating Committee will be interested to learn that the University and the state colleges are continuing their studies of various proposals for modifying the academic calendar and for improving utilization of physical facilities. Regarding the latter point, it is expected that the Joint Staff's third physical facilities study, currently underway, will be revealing when the data now being collected are analyzed.

Of further interest to the Coordinating Committee should be the information that summer session attendance at both the University and state colleges increased by more than 10 per cent in 1961 over the preceding summer attendance. While the Joint Staff plans to issue a paper at a later date dealing with the summer programs, changes in enrollments since 1960 are reported at this time.

| | Summer 1960 | Summer 1961 | Numerical Gain | Percentage Gain |
|---|---|---|---|---|
| University of Wisconsin | | | | |
| Madison | 8,059 | 8,917 | 858 | 10.6% |
| Milwaukee | 2,611 | 3,006 | 395 | 15.1% |
| State Colleges | 7,539 | 8,450 | 911 | 12.1% |

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(Supplement I) (a) a four-term plan at Pennsylvania State University, each term 10 weeks in length;

(b) a quarter system, optional, for the state colleges of Pennsylvania;

(c) a trimester system for the Oakland campus of Michigan State University;

(d) a trimester system for Delta College, Michigan;

(e) an irregular (15-16-12 week) calendar for the University of Pennsylvania;

(f) a comparative evaluation of the quarter and trimester systems by The Ohio State University

(g) a 16-16-12 week calendar proposal for the University of California;

(Supplement II) (h) a "split third-term" at the University of Michigan;

(Supplement III) (i) the characteristics and attitudes of students at the University of Pittsburgh in line with that institution's shift to a trimester calendar.

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SUPPLEMENT I

Joint Staff Study XXXI
(The Longer School Year)

Calendar Consideration by Other Institutions

Since the publication in October, 1960, of the last part of the Joint Staff's study dealing with the longer school year, a number of institutions have formed committees to study the problem of year-round operation, and several institutional reports have been received by the Joint Staff. This paper presents a cursory review of the reports which have come to the attention of the Joint Staff.

PENNSYLVANIA STATE UNIVERSITY

Effective this year, the Pennsylvania State University operates on a four-term program, each term being ten weeks in length. According to a memorandum to the faculty from President Eric A. Walker, the principal reasons for a change in the academic calendar were:

1. "To provide a more flexible program of studies and one more readily adaptable to the needs of the rapidly increasing number of students;
2. To increase the year-round utilization of the resources of the University;
3. To adjust the affairs and relationships in the University to make a maximum contribution to the varying needs of the commonwealth for instruction, research, continuing education and related activities."

Noted in the following paragraphs are a number of the salient features of the Pennsylvania State plan.

Class periods have been increased from 50 to 75 minutes, thus providing the same number of minutes for instruction as was available in the former 15-week, 50-minute period structure. The fee structure remains the same, the $480 for two semesters being divided into a three-term charge of $160 per term.

It is reported that the four terms are equivalent in all respects. The 75-minute periods make it possible to continue previous course and credit structures with the curricula lending themselves to rearrangement from eight semesters to twelve terms. Students will be able to accelerate or make up courses in the summer term. Included in the summer term will be offerings of courses designed to meet the needs of students who have previously attended the University during the summer. These courses will be scheduled within the summer term and for varying lengths of time, depending upon the objective to be achieved.

Students generally will enroll in three or four major courses each term although they will be occupied about the same number of hours per week as under the previous calendar. All examinations will be conducted during the regularly scheduled class periods.

The course load for faculty members per term will be reduced but the time spent in classes and the student contact hours per term will remain about the same. The salary of a faculty member for teaching three terms will be the same as is now paid for two semesters. Additional compensation during the fourth term will be in proportion to the teaching or research load assigned.

Some of the advantages of the four-term plan as seen by President Walker are:

1. Provides for year-round operation of all facilities;
2. Students who need to interrupt could re-enter at more frequent periods;
3. Make-up work could be done in shorter, less costly sessions;
4. Fewer courses and classes would be carried by students and faculty, though they would be engaged for about the same amount of time each week;
5. Increased flexibility of schedules is permitted;
6. Students can accelerate and receive a degree in three calendar years;
7. Use of the 75-minute period permits continuation of the present schedule sequence and requires no change in credit structure;
8. The Christmas recess would fall between terms and other holidays would cause only minor interruptions.

President Walker's memorandum points to only two immediate problems:

(a) "Departments need to study carefully what to offer during each term so as to permit forward progress of students who are attempting to complete studies in three years as well as the students who would complete in four years;

(b) Departments need to work out a policy for determining which staff members would teach in which terms. Typically the staff members would teach three out of four terms during an academic year."

The 1961-62 calendar is reproduced in this paper as EXHIBIT 1.

Exhibit I

CALENDAR FOR 1961-62

FOUR-TERM ACADEMIC YEAR

60 DAYS FOR CLASSES, EXCLUSIVE OF HOLIDAY RECESSES

SUMMER TERM, 1961

| | |
|---|---|
| CLASSES BEGIN | Thursday, June 15 |
| INDEPENDENCE DAY RECESS | Tuesday, July 4 |
| CLASSES END | Thursday, August 24 |

FALL TERM, 1961

| | |
|---|---|
| ORIENTATION-REGISTRATION | Monday, September 25 |
| CLASSES BEGIN | Monday, October 2 |
| THANKSGIVING RECESS | Thursday, November 23 |
| CLASSES END | Tuesday, December 12 |

WINTER TERM, 1962

| | |
|---|---|
| CLASSES BEGIN | Wednesday, January 3 |
| CLASSES END | Tuesday, March 13 |

SPRING TERM, 1962

| | |
|---|---|
| CLASSES BEGIN | Wednesday, March 21 |
| EASTER RECESS | Friday, April 20 through Sunday, April 22 |
| CLASSES END | Thursday, May 31 |

SUMMER TERM, 1962

| | |
|---|---|
| CLASSES BEGIN | Thursday, June 14 |
| INDEPENDENCE DAY RECESS | Wednesday, July 4 |
| CLASSES END | Thursday, August 23 |

STATE COLLEGES OF PENNSYLVANIA

The Department of Public Instruction of Pennsylvania has authorized any state college wishing to do so to adopt a quarter system for the 1961-62 year. It is reported that Shippensburg State College is the only state college in Pennsylvania which inaugurated the new calendar year this Fall. Each quarter consists of twelve weeks. Class meetings will be extended from 60 to 75 minutes with the semester-hour credit system continuing as at present. Students will enroll for 11 or 12 credits each quarter. Fees will remain about the same as they were for two semesters.

The calendar shows the first quarter running from September 8 to November 22, the second from November 28 to February 28, the third from March 13 to May 29, and the fourth from June 12 to August 31. Classes are scheduled from 8:00 a.m. to 9:45 p.m., Monday through Friday and for a half day on Saturday.

MICHIGAN STATE UNIVERSITY AT OAKLAND

Michigan State University's campus at Oakland, Michigan, has inaugurated a trimester system. The calendar shows the first trimester running from September 5 to December 20, the second from January 3 to April 13, and the third from April 23 to August 5. The schedule provides for seven weeks of vacation. The University is closed from the end of the summer trimester until the beginning of the fall term.

Faculty will be paid for the third term at the usual summer session rate, which will represent about a 45% increase for the third term. Student fees for two terms will be about the same as they were for the two semester program.

DELTA COLLEGE, MICHIGAN

A new institution serving the area comprising Saginaw, Bay City, and Midland, Michigan, Delta College inaugurated a trimester calendar this fall. Its trimester calendar closely resembles that adopted by the Oakland campus of Michigan State University. The schedule proposed for the first year shows the first trimester

running from September 5 to December 23, the second from January 2 to April 16, and the third from April 30 to August 11.

THE UNIVERSITY OF PENNSYLVANIA

According to a report recently received from the University of Michigan, the University of Pennsylvania initiated this fall a calendar calling for a 15-week semester before Christmas, a 16-week semester after Christmas, and a 12-week summer term, split into two six-week periods. The Michigan report labels the Pennsylvania plan a transitional calendar, since a third 15-week term can be introduced into the gap between the winter and fall terms at a later date, thereby turning the program into a trimester system.

It is reported that the faculty rejected the alternative of a quarter system and also the necessity of maintaining a separate examination period. During the summer session courses may be offered during the entire 12-week period or during either the first or second 6-week periods. The second 6-week period essentially is coincident in time with the previous summer session for teachers.

A survey of opinion directed to members of the faculty senate indicated a strong degree of favor for the new semester with an expanded summer session program. The vote was almost 2-1 for this type of program as opposed to the trimester system. Interestingly, however, the questionnaire study indicated that the trimester was considered, by most faculty members responding, to be the calendar which "would be best for this institution in the light of its services and responsibilities to the rising national requirement for higher educational opportunity."

Slightly more than half of the faculty voting favored scheduling Christmas and Spring recesses between semesters to permit an uninterrupted class schedule. Sixty per cent of those voting thought it feasible to integrate final examinations into the regularly scheduled class periods.

The Michigan research personnel felt that one major advantage of the University of Pennsylvania's plan was its elimination of the "lame-duck" portion of the first semester which occurs because of the interruption of the Christmas holidays before the end of the semester. A major disadvantage was seen in the shortening of the first semester.

OHIO STATE UNIVERSITY

The Bureau of Educational Research and Service at The Ohio State University has issued a report based on a series of interviews with 35 University administrators, divided into three groups. The first group included the president and executive officers who report directly to the president; the second group was composed of the principal administrative officers who report directly to the vice-presidents, executive deans, or directors in the first group; the third group was composed of the deans of the individual colleges of the University and the dean of the graduate school.

These administrators were interviewed "...because it was assumed that they would be aware of the problems in their units of operation which might be related to the academic calendar." It was also assumed that these administrators would have "some perspective for coordinated long-range planning in the University program."

The study made no specific recommendations for continuing, modifying, or changing the existing (quarter) system of operation at Ohio State. The authors of the report stated at the outset that their intention was to conduct a study which might "...provide the information from which recommendations and a decision can be made." The authors recognized the limitations of the interview technique; they further noted the influence of an administrator's orientation on his opinions. "Thus, the president and his cabinet officers "...tended to be most concerned about projecting an image of the University to the supporting publics as an institution which effectively utilizes its potential in physical and human

resources," while other administrators were primarily concerned with specialized administrative tasks, consequently, "in many instances it was difficult to focus upon the problems of planning for the total University and their implications for the academic calendar."

The interview was developed in five phases: "(1) an evaluation of the present quarter system; (2) a projection of the trends in University education in the next 10 or 15 years; (3) the implications of these trends for planning the academic calendar; (4) a statement of the administrator's preference for one calendar system or another; and (5) the reasons for the preference of one calendar system or another."

## PHASE 1

## Evaluation of the Present Quarter System

The administrators interviewed were asked to evaluate the advantages and disadvantages of the quarter system.

Three responses were predominant:

(1) the quarter system facilitates year-round operation;

(2) it provides four stopping and starting places in the academic year for students;

(3) it permits the scheduling of a variety of courses and educational experiences.

Four disadvantages were cited by the respondents:

(1) it requires four administrative starts and stops

(2) it does not provide enough instructional time

(3) it contributes to the fragmentation and proliferation of the curriculum

(4) it has too many breaks and starts and stops for instructional efficiency

PHASE 2

Trends in University Education

At this point the interview attempted to elicit opinions regarding trends in university education which may have a significant effect on the operation and planning of the university during the next 10 or 15 years. The trends which were most commonly identified were:

1. A marked increase in total enrollments
2. An emphasis on upper division, graduate, professional, and research work
3. Year-round operation of the university.

Among these three trends the year-round operation of the university was the most frequently referred to in reference to the academic calendar.

PHASE 3

Implications of the Trends for Calendar Planning

The trends detected were thought to have implications for the student body, curriculum, faculty, physical plant, and public affairs.

Regarding the student body, it was felt that a plan should be developed by which enrollments would be fairly equal in each academic calendar unit through the year. In terms of curricula, most responses indicated that the present curriculum should be evaluated and revised and that the number of weeks for instructional time should be increased.

Implications of year-round operation for the faculty elicited the response that a year-round contract plan should be adopted and that adequate provision should be made in year-round operation for faculty research, scholarship, travel and vacation. As the report states, "the issue seems to resolve itself into the need for a personnel policy as part of the shift to a year-round operation so that the teaching, research, and professional responsibilities of the individual professor are clearly defined."

Regarding the physical plant, emphasis in responding was on improvement of the present utilization of existing classroom and laboratory facilities. Some sentiment also was expressed for adapting the physical plant for year-round use, including providing air conditioning and summer recreational facilities for residence halls.

Responses of the administrative officers regarding public affairs indicated a concern for the public image of the university. It was felt that the image of the faculty member as a part-time employee and the university as a part-time operation should be improved, and the public should receive a greater return on its investment in higher education. Finally, the administrators felt that the academic calendar should be closely articulated with the calendars of the public schools.

## PHASE 4

### Preferences of the Administrators

Following a discussion of the trends and the implications of these trends for the calendar, the administrators were asked their opinions about calendar systems which would meet present and future needs of the university. The semester system was excluded because it "...does not have the inherent flexibility for year-round operation..." Choices of the administrators were divided among preferences for modifying and continuing the quarter system, changing to the trimester system if the advantages of the quarter system could be retained, and a third category--no particular preference.

Nineteen of the thirty-five administrators supported a change to the trimester system if advantages of the quarter system could be retained; eleven favored modifying and continuing the present quarter system. Only five indicated no preference.

PHASE 5

Reasons for the Administrators' Preferences

This phase of the interview dealt with the advantages and disadvantages of the trimester system in comparison with the quarter system. It was learned that the two major disadvantages which were attributed to the quarter system--administrative costs and limited instructional time--were cited as the major advantages of the trimester system. It was felt that the trimester system would reduce administrative costs, provide longer blocks of instructional time, and stimulate curriculum evaluation and revision.

The major disadvantages reported included the loss of some of the flexibility of the quarter system because of fewer units and longer length of time and the problem of articulating with the public school calendar, particularly as it relates to the summer quarter for practicing teachers.

The relative merits of a modified quarter system and the trimester system were assessed after consideration of thirty criteria which seemed to be pertinent for calendar planning.

In general the flexibility of the quarter system was identified as a superior feature in that it:

1. allowed for scheduling the variety of courses and experiences required in the diverse programs of the university;
2. enabled students to stop and start their education four times a year;
3. articulated more closely with the calendar of the public schools;
4. provided best for the professional schools' schedule of classes, research and clinical experiences.

In contrast, the trimester system was seen as distinctly superior to the modified quarter plan for the following reasons largely because of its lengthened period of instruction.

Thus it was felt that:

1. the trimester is more efficient administratively because the number of administrative change-overs is reduced from four to three;
2. the trimester of fifteen weeks permits more depth in investigation, research, and reading time than does a quarter of eleven weeks;
3. the trimester system by virtue of its lengthened period of instruction is advantageous for programs of independent study;
4. the trimester is advantageous for instruction and scheduling at the upper division and graduate levels.

## Results of the Study

After analyzing the content of the interviews and studying the comparative evaluation of the trimester and the quarter systems, the Ohio State research staff identified the following results which have meaning for determining whether or not a change in the academic calendar is needed:

"1. the major trends in the educational program at The Ohio State University can be summed up in the generally accepted concept of year-round operation with maximum utilization of physical and personnel resources;

"2. Whether the quarter system is continued or the trimester plan adopted, year-round operation of the university will require basic changes in every phase of the institution's operation."

A major conclusion of the research personnel was that the comparative analysis of the quarter and trimester systems show that both systems will meet the need for year-round operation and that neither system is distinctly superior to the other.

Furthermore, it was felt that a change from the quarter to the trimester system must be based on commitments other than those which have prompted other institutions to shift from a semester to trimester basis. This position was taken in view of the ability of the quarter system to attain most of the goals desired

in a year-round program. Thus, it was stated that the rationale supporting a change from semester to trimester does not apply to a change from quarter to trimester.

Finally, "if there is a rationale for change from the quarter to the trimester system, it must be that the reform of the academic calendar is one phase of total university reorganization and adjustment to the requirements for year-round operation." In this light, the trimester system is seen as a means for facilitating the kinds of changes necessary for year-round operation rather than as a means for providing a calendar which permits year-round operation (which the quarter system already does).

As stated earlier, the Ohio State Research Personnel did not suggest how a change should be made. A reason advanced to support this position is quoted: "Because the implicit superiority of the quarter or trimester calendar is a moot question, the decision to continue, modify, or change the present calendar system must be a judgment external to the merits of the system itself."

One final point is made that if a decision is made to change to the trimester system, timing for a change is of great significance. Indeed, the research personnel felt that in view of the anticipated increase in enrollments in 1964-65 the transition to a trimester calendar should be begun..."immediately in order to have the new calendar operate efficiently by 1965." "Also, the advantage of taking the leadership for change among the large state universities was considered an important step in time if the change is warranted."

UNIVERSITY OF CALIFORNIA

The Regents of the University of California have authorized programs maintaining much the present two-semester calendar but with an expanded and integrated summer session. Thus, the year-round program proposed would be, in terms of weeks, a 16-16-12 arrangement. (It should be noted that during the years of World War II

the Berkeley and Los Angeles campuses operated on the trimester system. The present two-semester and summer session arrangement was adopted after the war.)

According to a University of Michigan appraisal of the California plan, it is "the simplest method of putting a semester system university on year-round operation," as the two semesters are held at the usual time while the existing summer session is expanded and integrated with the regular academic year. The Michigan evaluation refers to the 16-16-12 plan as a "...minimal approach to year-round integrated operation...it does not, however, eliminate the lame-duck post Christmas session." It is recognized, however, that the plan continues good coordination with the state's junior college calendars.

Full details of the California plan have not been made available to the Joint Staff at this time, but it was learned that the success of the 16-16-12 calendar in that state probably hinges on three factors: (1) the availability of state funds to support the 12-week term; (2) scheduling of sufficient course and extra-curricular offerings in the summer to attract a sizeable student body; and (3) willingness to use persuasion and perhaps mild coercion to get entering freshmen to enroll. Point No. 1 was deemed the most significant factor.

Preliminary plans call for inauguration of the new calendar in June, 1962, with only the Berkeley and Los Angeles campuses being involved the first year.

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SUPPLEMENT II

Joint Staff Study XXXI
(The Longer School Year)

# Proposed Calendar Revision at The University of Michigan

## Introduction

President Harlan Hatcher of The University of Michigan appointed a University Commission on Year-round Integrated Operation on February 27, 1961, to "consider possible plans for integrated year-round operation and to recommend to him that program which would be best suited to the present and future needs of the University." The Commission was composed in its entirety of faculty, rather than administrative, personnel. It held 18 meetings over a three-month period before submitting its report to President Hatcher. A summary of the Commission's recommendations is quoted in the numbered paragraphs below. More detailed information as to what prompted the recommendations is included in subsequent pages.

## The Recommendations

"1. Year-round operation of the University is necessary and desirable. The University of Michigan should implement as soon as possible a program of year-round integrated operation that will meet the challenges of present-day demands for University education, and yet maintain the best features of the academic way of life that has developed over more than a century. The increasing number of young people in need of the educational services available at this University and the changing attitudes of the student body toward residence at the University at times other than the normal academic year dictate that year-round operation should be fully implemented by 1965.

"2. Year-round operation at The University of Michigan should be based upon an academic period approximately equal in length to the present semester. In this way, an efficient and educationally sound plan can be achieved while preserving the basic instructional unit which the University has developed over a long period of time.

"3. The goal of full year-round operation should be met by a calendar composed of three such academic terms. The first term beginning in late August would terminate before Christmas. The second term would begin in the new year and be concluded in early May. The third term would begin in May and end in August. During the third or spring-summer term, some courses would be offered throughout the entire term, during the first half and during the second half. This latter portion, which would be given in July and August, would meet the needs of the student body which has traditionally enrolled during the summer.

"4: The Commission recognizes that funds for year-round operation are not presently available. It is of the view, however, that, since a change is both desirable and inevitable, the preparation for such a change should not be delayed.

"5. Barring administrative and financial obstacles not foreseen by the Commission, a plan of pre-registration and pre-classification should be introduced in 1962-63.

"6. The present summer session should be integrated into the regular academic pattern also in 1962-63 and treated as a regular half-semester in which course offerings are strengthened and more clearly designed to permit regular students to progress toward their academic goals. By integrating the summer session as of the summer of 1963, the University would be evolving toward year-round operation, offering 41 weeks of integrated and correlated studies over the year.

"7. Assuming that the University would then be operating on an integrated 2½-semester basis in 1962-63, conversion to a full three-term operation could then be achieved without disturbing the basic structure of the individual semesters, merely by advancing the first two semesters so that the first term would be completed by Christmas, and by inserting seven and one-half weeks of additional instruction at the beginning of the summer half-semester. This action should be taken in 1963-64 by initiating the first half of the third term on a modest basis, an innovation requiring at the beginning only a moderate increase in budget. The small beginning in 1963-64, looking forward to full scale year-round operation in 1965-66, would enable the University to make the kind of orderly transition so essential when a major change is undertaken by a complex institution. This evolutionary approach would provide a base of experience on which to build. It would make possible orderly acquisition of faculty and facilities as well as a more deliberate planning of year-round course offerings."

## Examination of the Michigan Report

The University Commission drew upon previous calendar studies at the University and a number of current calendar proposals which are familiar to members of the Coordinating Committee, for example, the University of Pittsburgh trimester plan, various quarter plans, etc.

Despite the attractiveness of the status quo, i.e., the traditional two-semester plus summer session calendar, the Commission pointed to eight arguments which underscore the necessity for modernizing the calendar:

"(1) the development of a year-round American way of life in which vacation opportunities, employment opportunities and study opportunities are available through the year;

(2) the fact that much of the University is already on a year-round operation;

(3) the increasing demand for undergraduate instruction as more and more young people reach college age;

(4) the increasing demand for graduate and professional instruction as a higher percent of these increasing numbers of young people plan their careers;

(5) increasing difficulties of financing universities;

(6) increasing difficulties in financing students at our universities;

(7) the desirability of eliminating the lame-duck portion of the first semester;

(8) the desirability of more fully integrating summer offerings into the University program."

Each of these points was discussed at length in the Commission report. "Together they present a strong case for a change in our academic routine," the report states.

Points three, five, and six received lengthy treatment in the report. The Commission pointed to the virtual doubling of the birth rate of the 1920-40 period in the last 20 years, leading to a flood of applications for admission. It was estimated that applications for admission to college in Michigan will be about 50 per cent greater in 1965 than in 1960.

Regarding point five, the Commission pointed out that "it is much more economical to make more effective use of existing institutions than to establish new institutions of higher learning." The problem of providing new facilities for the increased numbers of students is recognized, thus, the necessity for making the best use possible of existing facilities without a decline in the quality of education offered is underscored. The Commission further recognized, however, that "... the number of students trained at The University of Michigan cannot be increased without a corresponding rise in the funds available to the University." It is probable, nevertheless, "... that the cost of educating the individual student may be lowered by efficient year-round planning of the university year."

As for the problem of financing students, the Commission sees that a change to "truly continuous performance" would increase the opportunity for a particular student to drop out for an occasional period of work if he should find it necessary so to do. Furthermore, the writers of the report state that if graduations at various times during the year can be evened out, better employment prospects may be foreseen if the labor market is not "glutted" by a mass of college graduates in June.

Two final points received some emphasis: (1) eliminating the lame-duck portion of the first semester, i.e., the post-Christmas session, and (2) fully integrating summer session offerings into the University operation. "Much can be said for a pattern of year round operation, indeed of any calendar change, that will permit the closing of the school term before Christmas and the initiation of

a new term after New Year's Day." The full integration of the summer session into the University's regular operation was seen as making available a wider selection of courses "better designed to further academic goals than is possible in a separately conceived summer session."

Michigan's Conclusion: A Change is Needed

The Commission had "no difficulty" in coming to a clear decision on the "elemental" question of whether or not to recommend a change from the existing calendar to a year-round integrated operation. "Through the elimination of the lame-duck session of the first semester, the integration of the summer session, and the creation of a pattern by which students may profitably utilize the facilities and resources of the university throughout the year as their own capabilities and finances dictate, the educational program of the university can be strengthened and more students can be offered an opportunity to take advantage of it."

"Although the University should now adopt a policy of placing its facilities at the disposal of its student body on a year-round basis, implementation of this policy may require time. It should be put into effect over the coming years in response to the growing need of students for more educational services, the changing habits of the student body toward residence at times other than the normal academic year, and the availability of necessary financial support for an expanded program."

Guiding Principles in Calendar Formation

A series of guiding principles was formulated against which alternative plans of year-round operation were measured. Of great importance to the Commission, composed as it was entirely of teaching faculty, was the proper safeguarding of the quality of the University. The Commission further was reluctant to recommend a change in the existing mode of operation merely for the sake of a "new look".

A third consideration was cited as the maintenance of adequate breaks in the educational program, thus the Commission held as a guiding principle that no plan of year-round operation should be adopted which involves continuous study without break periods providing for recuperation and contemplation, counseling of students in difficulty, preparation of courses by faculty, etc.

Maximum flexibility for students should be assured. "The program should be sufficiently flexible to permit the acceleration of exceptionally motivated, able, and mature individuals, while providing for an even slower rate of progress than under the present system for those students for whom such a program would be desirable." Counselors would have a heavy responsibility in assisting students to find their best pace.

Maximum flexibility for staff also should be assured. The opportunity for research and study by members of the faculty should not be diminished, because the greatness of the University depends upon its ability to attract and hold an outstanding faculty. Any new plan, the report emphasized, must take into account the happy combination of good teaching, research, and scholarly pursuits which have done so much to enhance the attractiveness of the University to outstanding academic personnel.

Summer offerings should be maintained and strengthened where possible, the report stated, particularly during this period of time when the need for public school teachers having advanced and special training is on the increase.

Finally, the Commission stated that its aim to find a means of making the university's quality education available to more students on a more flexible and more nearly year-round basis transcended any concern to find ways to reduce the cost of educating a student. It recognized, however, that while total costs might be increased by year-round operation certain economies per student educated might be expected.

Selecting the Appropriate Plan

The Commission considered calendar alternatives in five general categories: (1) quarter systems; (2) semester systems; (3) trimester plan; (4) split third-term plan; and (5) miscellaneous plans. The quarter, trimester, and most semester plans are familiar to members of the Coordinating Committee. Some variations of the standard semester plan and the split third-term plan are considered at this time.

The semester plan with integrated and expanded summer session is one semester variation which provides interesting possibilities. It replaces the traditional summer session with a 12-week term integrated administratively with the academic year. The summer term may be split in two so that students may elect courses for either six-week period or for the entire 12 weeks. The Commission pointed to this calendar arrangement as the simplest method of putting a semester system university on year-round operation. Such a plan is being tried by the University of California this year. The University of North Carolina also operates on a $16\frac{1}{2}$ - $16\frac{1}{2}$ - 12 week pattern.

Such a calendar has several advantages (though the Michigan personnel felt the disadvantages outweigh the advantages): (1) no changes need be made in the normal two-semester academic year; (2) utilization is increased to 45 weeks per year, as opposed to 41; (3) students may elect six or 12 weeks of additional schooling beyond the normal academic year; (4) the plan is a logical first step toward full three-semester operation, and it is administratively and financially feasible.

At the same time, certain disadvantages are pronounced: (1) the plan is a mixture of semesters and quarters; (2) the summer sessions differ in length, concept, and treatment from the two semesters, reinforcing the difference in atmosphere and feeling between the academic year and the summer session, and six weeks is seen as a "rather short" period for effective instruction; (3) the lame-

duck session after Christmas is not eliminated; (4) a 12-week program fits very tightly between the end of classes in June and Labor Day weekend; (5) neither half of the summer term is especially well-suited for public school teachers, the first half coming hard upon the closing of school in the spring, the second half extending up to the Labor Day weekend; (6) there is no reason to believe that two six-week sessions will attract substantially more students than present summer programs.

Other variations are suggested: a semester system characterized by the first semester ending before Christmas (semester would be 15½ weeks, sometimes 15 weeks, in length) . a semester system characterized by completion of 14 weeks of classes before Christmas with two and one-half weeks of reading, study, and examinations after Christmas; finally, a semester system with the first semester starting in October and utilizing the Christmas and spring recesses as midsemester breaks.

Following these studies the Commission came to the plan which it finally recommended for adoption:

## The Split Third-Term Plan

The split third-term plan embodies features of both the trimester plan and the expanded summer session plan; it is basically a trimester plan with two 15½ week semesters and a third semester of 15 weeks split into two seven and one-half week divisions. The first term would begin late in August and would end a few days before Christmas. The second term would begin about the first week of January and would end the last of April or first of May. The spring term would begin the first week in May, the first half ending about June 25, the second half beginning a few days later and ending about August 20. Adequate break time would be available between and within terms.

It should be emphasized that the Commission was quite enthused about this plan for a number of reasons. First, it appears to conform well to the guiding

rinciples developed earlier. It also maintains present course structures and time chedules. In addition, the early start eliminates the lame-duck session. A more ven distribution of break times possibly would encourage students and faculty o work more of the year than presently felt desirable.

Integration of the summer teaching program in all respects with the rest of ne teaching year was seen as improving course offerings, planning of curricula, nd employment conditions. The plan would provide for maximum flexibility for tudent participation. Acceleration at different speeds is possible under the plit third-term arrangement. The two summer terms would serve differing lientele, the first serving primarily regular students seeking to accelerate heir progress, the second attracting public school teachers and other summer lientele who attend the existing summer session.

Considerable flexibility for the faculty would be assured, and teaching ssignments could be arranged for different two-term sequences. Some faculty embers may augment their income by teaching for one-half of the third term and till have left to them a full 11 weeks for research, writing, or vacation.

The proposed calendar would allow for additional increments in the student ody. Under the present calendar about 24,000 students are enrolled in the first emester, 23,000 in the second semester, and 10,000 in the summer session -- 72 er cent utilization of a maximum potential based on 45-46½ weeks of instruction. onceivably, the Commission asserted, an additional one thousand students could e accomodated in the second semester, an additional 14,000 students in the eight-week or one-half semester summer session, and 24,000 students in the eight-week ummer session which would be developed.

It was noted that third term attendance should be made as attractive as possible, but as pressures of student populations increase it may be necessary to develop course structures and require planning of attendance so as to achieve as even a year-round enrollment as possible, the Commission stated. "This may be

accomplished in large measure by admitting students at designated times of the year rather than primarily in the fall, and by scheduling certain required courses only in the third term so as to increase attendance during that time."

Finally, the Commission noted that unit costs should be lowered, that departments should be able to make the transition required, and that the consistency of course structure should be heightened (because the third term is the same length as the other two, and courses offered during only one-half of the third term can be scheduled on twice as many days of the week or twice as long on the same days of the week).

Some Disadvantages of the Plan

If classes are begun after Labor Day the regular 16½ week semester will be shortened to 15 weeks (15½ weeks can be scheduled in five of every seven years), but 16-week semesters are possible only if classes begin before Labor Day. This was one of several disadvantages cited by the Commission.

The shortened two-term academic year might pose serious problems in adjusting faculty salaries and in providing additional pay for teaching half or all of the third semester. The two terms would be completed faster than the existing two semesters, and while each instructor would meet his classes about as many times as he does now, the built-in free time within the current academic year would be less.

Teachers and other summer school clientele have demonstrated some preference for six-week summer terms. The eight-week term is educationally preferable, the report avers.

Problems in staffing the third term might arise, as many persons may wish to teach during the first half semester when their children still would be in public schools. Some degree of compulsion might be necessary. "In any case, the financial burden to the University of paying this additional staff might be considerable."

The Commission report touched upon the utilization of classroom and laboratory space during the regular week. In this regard the report noted that "it would be entirely feasible to increase the utilization of classroom and laboratory space by an increased scheduling of late afternoon and Saturday classes."

The report called attention to an attempt by Rutgers University in 1960 to increase the utilization of the teaching week. Classes meeting twice a week for 75-minute sessions were scheduled with one meeting in the morning and the other in the afternoon of the day. The morning-afternoon pairing secured greater use of unpopular hours.

The Commission, however, viewed the problem of class scheduling to attain a higher degree of space utilization in unpopular times as being outside the scope of its activities, a more basic concern being the length of the course itself.

## Concluding Remarks

"The split third-term plan incorporates the chief advantages of the simple trimester plan and the semester-with-extended-summer-session system. Like the trimester, all three terms would be of equivalent length, thus permitting a common course structure and credit basis to be used throughout the year. Like the trimester plan, the proposed plan allows maximum flexibility in varying both the time and amount of residence of both faculty and students. Like the semester plan with expanded summer session, however, the recommended program calls for the integration of summer session offerings into the year-round operation of the University. Like the semester plan, too, it permits and even encourages partial acceleration in that students may elect two-and-one-half terms of study and still have ten weeks summer vacation."

The Commission emphasized in its concluding remarks that it would be highly desirable to provide days within the term which are not scheduled specifically for classwork or examinations, but which might be used for "directed study, extracurricular activities, or even relaxation."

As to timing the adoption of the split third-term, which the Commission called "educationally and socially desirable", this should be accomplished "as soon as it is clearly evident that sufficient numbers of students meeting the standards of the University are willing to attend at the various times required to make the operation a success."

The Commission's judgment, however, was that full scale implementation of year-round operation should be completed in 1965. Implementation, however, "should require affirmative answers to the following propositions:

"1. That the pressures for admittance will be expressed sufficiently sharply to make available to the University those funds necessary for the implementation of a full third term without a decrease in the quality of instruction characteristic to the University.

"2. That the recommended calendar is predicated upon the expectation of an increase in staff and needed facilities to the extent necessary to prevent any deterioration of faculty workloads or freedoms. It is also predicated upon the financial support necessary to maintain the economic and professional status of the faculty at least on present levels.

"3. That, in adopting any system of year-round operation, the University should implement an effective system of pre-counseling, pre-classification, and pre-registration, eliminating the necessity of requiring most students to be in residence prior to the beginning of classes.

"4. That the proposed calendar should provide a basic pattern for the various schools and colleges in the University. Graduate and professional schools should have broad latitude in modifying the basic program to suit their own particular methods. Such modifications, however, should be made within the frame-work of year-round operation so that the breaks between terms come at the same times in so far as possible.

"5. That the various schools and colleges should re-examine their attitudes towards the final examination period inasmuch as establishment of a full third term would be accompanied by a decrease in the length of the semester from 16½ weeks (classes and examinations) to 15½ weeks (classes and examinations)."

A Period of Transition

The shift to the split third-term plan will necessitate a period of transition. For this period the Commission saw fit to outline certain procedural steps. First, and perhaps foremost, the Commission urged the University Administration to request the necessary funds from the Legislature at its convening in 1962, since the experience gained with the new program prior to 1965 will be of great value in making maximum use of University facilities in 1965 when the pressure for admission is expected to reach a new peak.

Thus, if properly gotten underway on a moderate scale, the split third-term program will enable the administration to cope with new problems which can be solved "while they are manageable -- not faced, under stress, at the beginning of a large operation."

Even before 1963, however, some changes should be effected if the new plan is to be tried under favorable conditions:

(1) pre-registration, pre-classification, and new orientation procedures should be introduced as soon as possible and to as great an extent as possible in order to eliminate considerable academic bookkeeping prior to the beginning of classes in each semester;

(2) the summer operation should be re-oriented, i.e., structured and "dramatized" as a half-semester in order to develop courses (and attitudes toward the acceleration of programs) which will attract students enrolled in the regular sessions.

The Commission closed its report by recognizing that many topics which it touched upon in its study could not, nor should not, be considered in the final recommendations. It did call attention, however, to the desirability for: (a) additional consultation with the faculty in order to explain the plan and to discuss its educational feasibility; (b) communication with other colleges and universities in the state in order to explore the possibility of coordination of calendars; (c) a study of problems of faculty employment and compensation under the split third-term plan; (d) estimates of additional office and research space which undoubtedly would be required for year-round operation; and (e) investigations into the availability of students and staff for the various terms projected in year-round operation.

A copy of the calendar suggested by the Commission for 1962-63 and for 1963-64 is attached.

## Suggested Calendar for 1962-63 and 1963-64

| | 1962-63<br>2-1/2 Semesters | 1963-64<br>3 Semesters |
|---|---|---|
| Summer session ends | Aug. 18 Sat | Aug. 17 Sat |
| FIRST SEMESTER | | |
| Classes begin | Sept. 17 Mon | Aug. 28 Wed |
| Christmas recess | Dec. 20 Thurs | |
| Classes resume | Jan. 3 Thurs | |
| Classes end | Jan. 16 Wed | |
| Examinations begin | Jan. 18 Fri | |
| Examinations end | Jan. 29 Tues | Dec. 18 Wed |
| SECOND SEMESTER | | |
| Classes begin | Feb. 4 Mon | Jan. 6 Mon |
| Spring recess begins | Apr. 6 Sat | |
| Classes resume | Apr. 15 Mon | |
| Classes end | May 25 Sat | |
| Examinations begin | May 27 Mon | |
| Examinations end | June 6 Thurs | Apr. 29 Wed |
| THIRD SEMESTER | | |
| First half begins | ---- | May 4 Mon |
| First half ends | ---- | June 25 Thurs |
| Second half begins | June 24 Mon | June 30 Tues |
| Second half ends | Aug 17 Sat | Aug. 22 Sat |
| Number of days (exc. Sundays and holidays) first semester (classes and exams) | 90 + 10 = 100 | 93 |
| Second semester (classes and exams) | 90 + 10 = 100 | 93 |
| Third semester | 47 | 92 |

Easter falls on Sunday, April 14, 1963
Sunday, March 29, 1964

R-6 = 1
X-22

U. of Wisconsin

SUPPLEMENT III

Joint Staff Study XXXI
(The Longer School Year)

## Report from the University of Pittsburgh

A 1961 study concerning the characteristics and attitudes of students attending the University of Pittsburgh under the trimester calendar reveals significant information concerning the students' personal characteristics, opinions, behaviors, and attitudes concerning the extent to which the trimester calendar met their academic, social and economic needs.

Conducted in the spring term of 1960 and prepared by the Office of Institutional Planning at the University, the study was statistical in nature. A stratified random sample was drawn from a list of names of the student body, the list being divided into two groups--those enrolled in the spring term and those not enrolled in the spring term. About 1,500 students composed each group. About 60% of the questionnaires sent to the students were returned to the Office of Institutional Planning and were utilized as the statistical sample for the study.

Forty variables were investigated which were classified as biographical, geographical, academic, economical, and familial by the Pittsburgh research staff. All of these variables were investigated to determine if any relationship existed between them and the following five main variables: sex, school enrollment, degree status, term attendance, and spring attendance.

The University's research personnel indicate that results of the study enable one to build a statistical construct of the student with respect to the five main variables.

> For example, let us look at a partial description of the student who attends the third or Spring trimester. This statistically constructed student is an older male who is enrolled in an undergraduate, goal-oriented or pre-professional program. He is an upperclassman who in any term normally carries a heavy credit load. His home is close to the University, and he has to drive to classes. He generally does not

participate in formal student activities. He feels that course offerings during all terms were adequate to his objectives. He has a favorable opinion of the trimester program, and because of the program he will reach his vocational and educational goals at an earlier date. He also feels that the trimester calendar has considerably improved his chances for continuing his education beyond the baccalaureate degree.

It is not possible to detail fully the many statistical analyses conducted by the Pittsburgh research staff, but certain significant findings were isolated and reported by the University of Pittsburgh in a paper preceding, and announcing, the publication of the over-all study of 1961.

These items of interest are noted below.

"1. Sex: more males attended the spring term than could be expected by chance, and more males than females are choosing the three-term sequence.

"2. Age: older students are more likely to be in the three-term sequence. There are more older students in the spring term.

"3. Residence: students living at home are more likely to be in the three-term sequence; more students attending the spring term live at home; the closer the student lives to the campus, the more likely he is to attend all three terms. The exception, as would be expected, is the foreign student.

"4. School of Enrollment: spring term attendance is as expected by chance in the Schools of Education and Business Administration. It is slightly higher than expected in Engineering and Mines and the Academic Disciplines (Graduate); it is lower than expected in the School of the Liberal Arts and the School of General Studies.

"5. Credits Left toward the Degree: the closer the student was to his degree requirements, the more likely he was to attend the three-term sequence. However, the people who began their careers at

Pittsburgh under the trimester calendar are more likely to go the three-term sequence also. (And those people would be, at most, first-semester sophomores.)

"6. Quality Point Average as Reported by Students: little relationship appears between measured ability and three-term attendance. However, the three-term student does take a heavier load and still keeps his grades up. While not statistically significant, the study does indicate that the poorer student (lowest Q.P.A.) is not as likely to attend the spring term.

"7. Annual Family Income: the lower the estimated family income, the more likely the student is to attend the spring term. There is a general trend toward those students with low or middle incomes attending a three-term sequence more frequently than would be expected by chance.

"8. Source of Direct Educational Expenses: if the parent pays the bill, the student is more likely to attend the two or three-term sequence; if he is on a fellowship, he is more likely to attend three terms. If he is paying his own expenses, he is more likely to go on a two or one-term sequence.

"9. Activities: the students who kept the same pattern of informal activities (dating, hobbies, sports) were less likely to attend the spring term; those who did attend reported a reduction in informal activities. The relationship was highly significant. Formal activities (University sponsored) did not relate to terms of enrollment.

"10. Military Status: veterans are more likely to attend three terms; students with educational deferment are more likely to be on a two-term sequence.

"11. Motivation: from every indication, the more strongly motivated the students are, the more likely they are to attend the three-term sequence. Those who have attended three terms are more likely to say they will enroll in the same sequence next year."